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ABSTRACT

Described is a teacher development center, an inservice program designed to develop competencies for individualizing instruction in 73 regular and special educators attending 2-week training sessions. It is explained that training focused on 12 content modules (including teacher communication and guidance, classroom management, and organization of learning centers) presented in five learning centers using different modalities (including audiovisual centers and game presentations). Pre and post criterion referenced tests are said to indicate that although only nine Ss achieved mastery, which had been established at 75%, the majority of Ss demonstrated improvement in individualizing instruction. Among 13 appendixes are a copy of the diagnostic instrument used as a pre and post test, sample evaluation comments from participants, and a followup questionnaire for principals. (CL)

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A MODEL TO IMPROVE TEACHER PERFORMANCE IN IMPLEMENTING INDIVIDUAL INSTRUCTIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN IN MAINSTREAM EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

AUSTIN CLUSTER
Dr. M. D. Bowden

MIDI REPORT
May 24, 1976

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ABSTRACT

The purpose of the midi practicum was to meet a high priority concern identified as a result of a needs assessment conducted by the practitioner in the capacity of Director of Special Education in the Edgewood Independent School District. The prototype of the Teacher Development was designed, developed, and implemented in the spring of 1974 and it proved effective. To broaden the scope and content of the Teacher Development Center, a proposal was written and it was funded by the Bureau of Education for the Handicapped for $80,407.00 for the 1974-75 school year.

The practitioner re-designed the Teacher Development Center through which both regular and special education teachers could renew teaching skills and competencies to meet the educational needs of special children in the mainstream of education. The goals which the Teacher Development Center addressed were as follows:

(1) To renew competencies and skills of regular and special education teachers emphasizing skills needed to individualize instruction.

(2) To develop a team spirit among the teachers attending the Teacher Development Center from the same school which would carry over to their daily activities in the school setting.

To achieve these goals the practicum activities were planned and implemented as follows:

Pre-practicum Activities (73-74)

- Conducting needs assessment for Department of Special Education
- Planning and designing Teacher Development Center prototype
- Implementing Teacher Development Center prototype in the spring of 1974
- Writing proposal for federal grant submitted to Bureau of Education for the Handicapped. It was funded for $80,407.00
- Hiring Teacher Development Center staff - July-August 1974

- Planning Fall training cycles and coordinating with district administrators and Trinity University staff
- Implementing training cycles for fall 1974
- Planning and evaluating activities to expand the scope and content of the Teacher Development Center for the spring training cycle

Practicum Activities (Nov. 1974-May 1975)

- Planning and redesigning the process involved in the two week training session at the Teacher Development Center facility
- Identifying and securing the materials and resources for the learning centers in the Teacher Development Center
- Site visits to Harlingen, Texas to visit existing Teacher Renewal Center.
- Coordination with the Trinity University staff to plan registration and course credit for the training session
- Coordinating with school district administrators and school principals to identify participants
- Implementing six two-week training cycles and six follow-up sessions
- Implementing follow-up activities in the classroom during interim period between the two-week training session and the three-day follow-up session at the Teacher Development Center
- Conducting weekly staff meetings for planning and monitoring purposes
- Conducting evaluation both formative and summative

Although 75% mastery was achieved by only 12% of the 73 participants, significant gains were made by the majority of the teachers trained in the center. The change and improvements were evident not only in the more effective management of the instructional activities but also in the physical arrangement of the classroom. There was greater involvement of the children in the instructional process.

It is felt the practicum accomplished its goals. It will have to continue in order to reach the majority of the teachers in the district. The Teacher Development Center was implemented the second year through state funds and it is expected to continue into its third year. It is the staff development component for the Department of Special Education and it is supported both financially and philosophically by the Texas Education Agency, Division of Special Education.

INTRODUCTION

The need for staff development and renewal of skills for both special education teachers and regular teachers was given new emphasis with the initiation of the new State Plan for Special Education in Texas. Inherent in the plan is a mandate that calls for educators to identify an instructional arrangement as close to the regular education program as is appropriate to meet the needs of handicapped children.

In addition to the state mandate, the needs assessment conducted in the district in the fall of 1974 clearly identified staff development as the first priority. The Teacher Development Center was conceptualized to address this need. Two specific objectives were identified to give direction to the planning and designing of the content and process of the center. These objectives were to assist teachers in the development of skills to individualize instruction and to develop a spirit de corp among teachers sharing the training experience. To achieve the goals of the Teacher Development Center the practicum proposed and did the following:

- The content areas or "modules" in the learning center were expanded from six to twelve.
- The procedure for the training was changed to consist of five management systems experienced by the teacher trainees.
- Six training cycles were implemented in the spring ('75) which included regular and special education teachers and aides.
- Coordination with district administrators was implemented in identifying Teacher Development Center participants.
- Rotating, or substitute teachers, were employed and trained to replace teacher trainees in their classrooms.
- Selecting, scheduling for Teacher Development Center session, and registering for credit at Trinity University was achieved.
- Follow-up activities were completed as scheduled.

- Weekly staff meetings were conducted by practitioner and Teacher Development Center staff for the purpose of planning and monitoring progress.

The practicum was implemented and evaluated successfully. Product evaluation in terms of effect on the teacher trainees as perceived by the principals of the schools at the end of the year was very positive. Insight into individualizing instruction was gained by the majority of the practicum participants. The content areas were expanded from six areas to twelve content areas and the process was totally changed. The planning of practicum activities was continuous and involved the project staff after their employment early in August of 1974.

STATEMENT OF PROBLEM

The mandate from the State Board of Education to place handicapped students in the least restrictive educational environment has very definite implications for local districts. If the mainstreamed special students are to be assisted in the regular class, intensive preparation of school administrators and instructional staff, regular and special, must be undertaken by the public school districts. The practitioner, who was the Director of Special Education in the Edgewood Independent School District, decided to try to overcome or at least initiate an effort to address this problem. In preparing the district staff for the New Texas Special Education Program, it had become apparent that regular teachers were extremely anxious about the emphasis on mainstreaming. When this was initiated in Edgewood, it was attempted in five schools, with a carefully selected group of children and regular teachers. An effective match of teacher and special student was accomplished in the majority of the cases. The problem of assisting the children educationally was still not solved due to the lack of knowledge and skills in individualizing instruction by the majority of the regular instructional staff. If the New Texas State Plan for Special Education was to succeed, a massive effort in renewal of skills for <u>all</u> teachers would have to be implemented throughout the State of Texas.

The specific problem areas identified for Edgewood I.S.D. were as follows:

- <u>Misunderstanding of the term "individualizing instruction."</u>

  Many teachers believed this term applied to instruction on a one-to-one basis <u>only</u> and were quite unaware that this could be accomplished by changing the traditional manner of managing the classroom. They were not familiar with the concept of the teacher in the role of a facilitator of knowledge rather than the teacher as the sole repositor of all knowledge.

- Most teachers were not aware that there was more than one system of managing a classroom.

  The classrooms reflected the traditional five rows and three groups for reading and occasionally for math. Admittedly, there were also some very excellent and creative teachers but somehow there was little or no transfer to the other teachers in the school.

- Another problem identified was that of communication between special and regular teachers.

  It was hoped that through a shared experience at the Teacher Development Center a common bond could be created that would carry over to the school setting. The enthusiasm developed at the center would, hopefully, cause a "ripple effect" and would permeate a greater number of the school staff.

- The regular staff was not aware of special methods and techniques of instruction.

  The Teacher Development Center would expose the regular staff to these; they would learn to apply them in the classroom thereby being able to assist special students. These techniques will also help regular students and it was our hope that the regular students would also have the benefit of individualized instruction.

The practicum activities were implemented with the expectation that the above-mentioned problems would be alleviated or overcomed. For purposes of clarity and continuity a brief overview of the initial development period of the Teacher Development Center will be given. For purposes of this Midi-practicum, the report will concentrate on the time between November 1974 and May 1975 which covers the period of the expanded concept of the Teacher Development Center.

IMPLEMENTATION OF THE PRACTICUM

NEEDS ASSESSMENT

In the fall of 1973 the Department of Special Education entered into an agreement with the Education Service Center--Region 20 to conduct a needs assessment. The results gained from the district-wide effort would be the foundation for the Five-Year Plan for the department. Dr. Jack Himes of the Region 20 and Dr. Jim Zaharias of Albuquerque, New Mexico, trained the directors of four districts who decided to conduct needs assessments in their respective districts. The training of the practitioner took place by actually being part of the needs assessment activities of the ESC-Region 20. They also were to base their Five-Year Plan on the results of the assessment activity. The practitioner then applied the same process to the needs assessment in the district.

The group that took part represented a cross-section of roles such as: an assistant superintendent, two parents of a particularly bright elementary boy, an elementary principal, a middle school principal, two coordinators of special education, a supervisor, counselor, educational diagnostician, two lead teachers, and two representatives of the ESC-20. It was a dedicated and hard-working group. The needs assessment process involved the whole group initially. After a certain stage in the process was reached, we worked in sub-groups. The meetings took place at the elementary and middle schools, alternating in order to allow the principals to be accessible to their staffs.

The identified needs were expanded twice by disseminating them to large numbers of district staff and community members. They were then sent out again to district community persons. Staff development was identified as a first priority need.

OVERVIEW OF INITIAL PLANNING AND DEVELOPMENT OF PROTOTYPE

The practitioner reorganized the responsibilities of one of the supportive staff as well as those of a special education teacher. Both of these persons had demonstrated writing and organizational competencies. The practitioner with the assistance of two staff members planned the organization of the Teacher Development Center. We were going to attempt to replicate the concept initiated in the Houston Independent School District by Dr. Charles Meisgeier and Dr. Barry Dollar. We knew that with our budget our efforts would be limited. In spite of some problems--within the staff, and administration--the center opened in January and continued through May. The feedback given the Superintendent was positive and we were encouraged to write a proposal for Federal funds to expand our efforts.

The practitioner with the assistance of two staff members wrote the proposal in the Spring of 1974 and it was funded in its entirety for $80,407.00. A coordinator and two other staff members were hired in July and the planning phase started August 1. It was decided that the Fall program would be basically what had been developed the previous school year. During the fall, efforts would continue to broaden the scope of the content and to implement the process of the Houston Plan Teacher Development Center. From August through November activities implemented were as follows:

- Identified new location. The school where we started the Teacher Development Center needed the two classrooms for reading classes. We relocated in a junior school where we were given two classrooms on the second floor.
- Remodeling of the 2 classrooms took two months to complete see Appendix A .
- Ordered all equipment and supplies as indicated in proposal budget.
- Coordinated with chairman of Graduate Dept. at Trinity University for 3 hours credit for the 2 weeks training period at the Teacher Development Center. Credit was awarded for a workshop course.

- Coordinated and planned participation of professors as consultants to the Teacher Development Center for participation in Direct Instruction.
- Orientation of district staff to Teacher Development Center purpose and procedures.
- Planned and implemented a Retreat for Administrators sponsored by the Teacher Development Center see Appendix B which was attended by 125 district staff.
- Coordination with district principals on the selection of teachers and aides who will participate in training sessions.
- Planned and organized the registration of participants at the Teacher Development Center with the chairman of the Graduate Department, Trinity University.
- Implemented Fall cycles--3 two weeks training sessions--in which 32 teachers--regular and special education and 11 aides participated (See Figure 1).
- Implemented three follow-up sessions as indicated in Figure 1.
- Thirty-two participants were awarded credit. Some earned under-graduate and some earned graduate credit.

Figure 1

TEACHER DEVELOPMENT CENTER--CYCLE SCHEDULE

FALL 1974

SCHOOL	CYCLE	PARTICIPANTS	GR.	SUBSTITUTES
LOMA PARK	#1	Barbara Eisenhauer	Res.	Joe Ober-Hauser
	Oct.14-25	Jerri Spiecherman	Res.	Evelyn Neal
		Rita Contreras	Aide	None
		Margaret Simpson	4	Emma Baxter
	Follow-up	Thelma Stansel	Bi.3	Isabelle Williams
	(Dec. 2-6)	Dianne Veal	4	Jeannine Johnson
WINSTON		Janice Sanchez	Res.	Ora Williams
		Martha Martinez	Aide	None
		Louis Alvarado	6	Nick. Gaitanos
		Virginia Boyd	5	Louise Gaitanos
		Dawn Cenavit	4	Elizabeth Garcia
		Alice Seay	3	Myrtle Nichols
		Allynid Bunten	Lead	Teacher None
GARDENDALE	#2	Frances Robin	Res.	Joe Ober-Hauser
	Oct. 23 -	Lucy Zarazua	Res.	Evelyn Neal
	Nov. 7	Blanca Cardenas	Aide	None
		Florence Gonzales	Aide	None
	Follow-up	Connie Peche	Bi. 1	Myrtle Nichols
	(Dec. 9-13)	Victoria Garcia	Bi. 2	Jeannine Johnson
		Maria Alaniz	Bi. 2	Isabelle Williams
		Elida George	Bi. 1	Ora Williams
		Helen Escobar	Bi. 3	Emma Baxter
BULESON		Julia Brown	Res.	Gladys Porcher
		JoAnn Hernandez	Aide	None
		Santa Jimenez	Aide	None
		Louise Baker	3	Nick Gaitanos
		Yolanda Jimenz	Bi 3-4	Louise Gaitanos
		Robert Mills	Aide	None
TRUMAN JR.	#3	Stella Higginbottom	Res.	Joe Ober-Hauser
	Nov. 11-12	Dolores Aguilar	Aide	None
		Mary Edna Bono	Sos. Sci.	Louise Gaitanos
	Follow-up	James Hill	Band	Nick Gaitanos
	(Dec. 16-20)	Dolly Marroquin	Art-Craft	Ora Williams
		Peggy Schoeffler	Migrant	Evelyn Neal
		Many Alvarez	Aide	None
ESCOBAR JR.	#3	Ruth Sagabiel	Res.	Jeannine Johnson
		Tom Baumjarten	Res.	_____
	Nov. 11-22	Patricia Brown	Res.	_____
		Ray Alejandro	Aide	None
	Follow-up	Sylvia Elias	Aide	None
	(Dec. 16-20)	Anna Lee Coryell	Lang. Arts	_____
		Ernest Moreno	Math	Emma Baxter

TEACHER DEVELOPMENT CENTER

RATIONALE AND OBJECTIVES

The Teacher Development Center is an action oriented in-service program designed to develop competencies for individualizing instruction in participants attending the two-week training sessions. The concept of the Teacher Development Center is based on the premise that the Teacher Development Center is a support system and as such can provide very effective inservice for school instructional personnel. The teachers and aides who participate are involved in teaching activities. They bring the real experiences and problems of their classroom activities and they are able to apply them to the experiences in the training session.

The expansion of the scope and content of the Teacher Development Center will permit the achievement of two main goals which are as follows:

1. To develop skills among the instructional staff in individualizing instruction to meet the needs of handicapped children who have been mainstreamed.

2. To develop the ability to function effectively as a team in resolving learning problems of handicapped students in the mainstream of school life.

Instructional staff, both regular and special, need to be aware of the appropriate educational intervention to meet a special child's educational need. In order to address the need, specific objectives have been identified as follows:

1. To develop competencies in diagnostic skills

2. To develop skill in planning an individualized educational program based on diagnosed needs

3. To learn to use technological resources in educational programs

4. To be aware of special techniques and methods in Special Education

5. To develop competencies in the remediation of language, reading, and arithmetic difficulties

6. To develop skill in implementing a variety of classroom management systems

7. To learn and implement behavior control techniques

It is expected that the teachers attending the Teacher Development Center will start a self-renewal effort which will be continued. It is also expected that they will become catalysts for effective change in their schools.

PLANNING AND DESIGNING EXPANSION OF TEACHER DEVELOPMENT CENTER

The Fall Semester training cycles were completed on November 20, 1974. The practitioner, coordinator, and follow-up consultant met with the chairman of the Graduate Department and reported the completion of commitments for awarding of credit. Grades and credit were awarded to all 32 participants.

Intensive planning sessions for the redesigning of the Teacher Development Center were initiated by the practitioner the week after the end of the Fall Semester cycles. The staff met with the director (practitioner) and a consultant from Trinity University. The amount of work necessary to reorganize was phenomenal. It was decided that tasks would be identified and assigned to staff members (see Appendix C). Weekly monitoring sessions were held at the Teacher Development Center in order to be ready for the Spring cycles which were scheduled for January 13th. Due to the amount of work to be done, the first cycle was rescheduled to start February 10, 1975.

The Teacher Development Center initially consisted of seven modules: (1) Behavior Modification, (2) Classroom Management, (3) Individualized Instruction, (4) Diagnostic Teaching, (5) Prescriptive Teaching, and (6) Precision Teaching. The setting consisted of five learning centers which represented learning styles. In our initial effort the teacher did not model the role of a facilitator. By facilitator is meant a teacher manager as opposed to a teacher as sole repositor of all knowledge.

The participants worked their way through LAPS--Learning Activity Packets. The concepts were reinforced in each learning center using a different modality.

The reorganization planned for the Teacher Development Center consisted of completing the following:

- Twelve modules See Appendix D.
- Learning centers developed to represent learning styles or modalities as follows:

  (1) Direct Instruction (Lecture) Center

  (2) Audio-Visuals Center

  (3) Problem Solving Center

  (4) Games Center

  (5) Related Readings Center

  (6) Show and Tell Center

  (7) Instructional Materials Center

The practitioner, with the assistance of the staff, organized the collection of material and information to describe and explain each of the twelve modules in each of the five learning centers. A pre and post test for each module in each of the labs also had to be written as well as a comprehensive diagnostic test.

The coordinator was assigned the task of developing the outline for each content and writing the objectives; one of the assistants was to research and locate the audio-visuals. Ten floating teachers as well as a coordinator from the Department of Special Education were assigned to the collection of the modules data. The follow-up consultant and the coordinator organized the material for the modules as it was brought in by the Teacher Development Center staff. The practitioner met with the staff to review progress on a weekly basis. Contact with the coordinator was on a daily basis.

SELECTION OF PARTICIPANTS

In designing the Teacher Development Center, it was decided that teachers would be selected on a voluntary basis. The reason was simple. Teachers who have a commitment to education will be receptive to new ideas; they will implement what they have learned and will demonstrate through actions the effectiveness of the training session.

The teachers and aides who participated were released the nine days for the training session and three days for a follow-up period one month later. Each session had from 15 to 20 participants at a time.

In order to receive credit, they had to do the following:

- be accepted at Trinity University
- attend a nine-day training session
- complete activities identified in contract
- complete project related to individualizing instruction
- attend a three-day follow-up session

(See Figure 2 for Spring 1975 Schedules for Teacher Development Center participants and Trinity University Consulting Professors.)

ORGANIZATION AND MANAGEMENT

The content areas were identified as the result of information gathered by the practitioner from the district instructional staff See Appendix E. The feedback evolved into twelve modules of study to be presented in the management systems and learning resources of the Teacher Development Center. The modules are as follows:

1. FAILURE AND THE CHILD
2. TEACHING THE SPANISH-SPEAKING CHILD
3. GRADED/NON-GRADED CLASSROOMS
4. WHY INDIVIDUALIZE?
5. TEACHER COMMUNICATION AND GUIDANCE

FIGURE 2.1

TEACHER DEVELOPMENT CENTER

CYCLE #1 — Feb. 10-21, 1975

SCHOOL	PARTICIPANT	GRADE	SUBSTITUTE
LAS PALMAS	Linda Sanford	Resource	None
	Collette Menke	2nd.-Bi.	Emma Baxter
	M.J. Saucedo	2nd.-	Jeannine Johnson
	Mrs. Porter	3rd. Gr.	Gladys Porcher
	Esther Montoya	2nd. Gr.	Janet Swalm
BURLESON	Esther Garza	Resource	None
GUERRA	Maria Orta	Remedial Reading	None
	Evangeline Krause	1st.-Bi.	Louise Gaitanos
	Edward Gonzales	1st. Gr.	Evelyn Neal
	Matilda Perez	2nd.-Bi.	Leonardo Esparza
ROOSEVELT	Elaine Burrough	Resource	None
	Frankie Reyna	6th	Ora Williams
	Vera Lee Philips	Reading	Isabella Williams
	Genevieve Heffernan	1st-Bi.	None
	Aurora Clark	4th-Bi.	
	Raymond Salazar	6th-Bi.	Nick Gaitanos
LOMA PARK	Tom Matthei	5th Gr.	Peter Keating

Cycle #2 — Feb. 24 - Mar. 7, 1975

LINCOLN	Pauline Sosa	Resource	None
	Linda Pecker	5th. Gr.	Jeannine Johnson
	Pauline Woodard	5th. Gr.	Emma Baxter
	Laura Bonugli	3rd	M. Maldonado
	Alberta McIntyre	4th Gr.	Evelyn Neal
STAFFORD	Mary Rodriguez		Isabelle Williams
	Darlene Rush		Louise Gaitanos
	Rena Hord		Mr. Grey
	Verla Fowler	Resource	None
	Myrna Gravinger		Gladys Porcher
H.B. GONZALES	Norrine Richards	Resource	None
	Ruby Everett		Ora Williams
EDGEWOOD ELEM.	Tanya Stewart	Resource	None
	Cathy LaFon	Resource	None
	Marilyn Rahilly	5th-Bi.	Nick Gaitanos
	Roseanne Hochman	6th	Peter Keating

CYCLE #3 Mar. 10-21, 1975

SCHOOL	PARTICIPANT	GRADE	SUBSTITUTE
CENIZO PARK	Sr. Bezuer	Resource	None
	Virginia Phillips	2	
	Isabelle Navarro	2	Jeannine Johnson
	Martha Castillo	6	Peter Keating
	Rosantina Ruiz	4	Emma Baxter
EMMA FREY	Frank Becker	Resource	None
	Maxine Washington	5	Nick Gaitanos
	Mary Lou Trevino	2	Isabelle Williams
HOELSCHER	2 aides	Resource	None
	Viola Mathis	Resource	None
	Elaine Clemens	Resource	None
	Monica Leza (aide)	Reading	Gladys Porcher
	Zenaida Mier	2	Ora Williams
	Ann E. George	2	Louise Gaitanos
L.B. JOHNSON	Dorothy Mosby	Resource	None
	Ora Jackson		Evelyn Neal

Cycle #4 April 1-11, 1975

EDGEWOOD JR.	Catherine Beckworth	Reading-7	None
	Rosalio Flores	Resource	None
	Pete Ortega	P.E.	
	Pete Huizar	Science-8	
	Serdando Pena	Soc. S.-7	Ora Williams
	Inez Lank	Soc. S.-7	Evelyn Neal
	Margaret Spencer	Reading	None
	Ruby Hackworth	Home Ec.	Jeannine Johnson
GUS GARCIA	Jose Muriel	Resource	None
	Edward Cruz	Resource	None
	Robert Salinas	Soc. S.	Gladys Porcher
	George Colon	Fine Arts	Emma Baxter
	David Chagoya	Migrant	Isabelle Williams
WRENN JR.	Dolores Connor	Resource	None
	Dorothy Castillo	Resource	None
	Elva Rodriguez	Lang. Arts	Peter Keating
	Ann Westmoreland	Lang. Art-7	Louise Gaitanos
TRUMAN JR.	Doris Brunner	Eng. 6	Nick Gaitanos
BRENTWOOD JR.	Herminia Aguinaga	Resource	None

CYCLE #5 April 14-24, 1975

SCHOOL	PARTICIPANT	GRADE	SUBSTITUTE
ECE-II	Ann Arce	ECE-II	Emma Baxter
	Lynda Keller	ECE-II	Jeannine Johnson
H.K. WILLIAMS	Maxine Thorward	Resource	None
	Michelle Cabin	3	Isabelle Williams
CORONADO	Chris Condren	Resource	None
	Carol Milburn		Gladys Porcher
	Ms. Ortega	3-Bi.	Peter Keating
	Cornefina Villarreal		Nick Gaitanos
	Alyce Ferguson	Resource	None
T.M.P.	George A. Easter	Staff	None
	Dorothy Hatfield	Homebound	None
	Mrs. H. Green	Deaf-Blind	None
	Maria White	TMR	Louise Gaitanos
	Sonja Russell	TMR	
	Shirley Corprew	TMR	Ora Williams
	Dora Ginjuama	TMR	Evelyn Neal

CYCLE #6 April 28-May 9, 1975

MEMORIAL	Francis Pelky	Resource	None
	Berta Steinbeck	English	Louise Gaitanos
EDGEWOOD HIGH	Virginia Cangolese	Resource	None
	Kathleen McGuire	Resource	None
	Larry Sanders	English	Peter Keating
	Tally Taylor	Civ.	Ora Williams
	J.T. Silva	Geom-Alg.	
	Louisa Domain	Phys. Sci.	
	Mary Solis	English	
J.F. KENNEDY	Melinda Schwab	Resource	None
	David Ochoa	Eng.-11	Isabelle Williams
	Edmond Vargas	Eng.-9	Evelyn Neal
BRENTWOOD JR.	Don Eakes	Resource	None
	Elizabeth Beekly	L.A.	
	Kenneth Toliver	Science	Nick Gaitanos
	Mary Jo. Chamberlain	Math	Emma Baxter
	Theresa Miller	Science	Jeannine Johnson
	Sheila Merritt	Soc. Studies	Gladys Porcher

Figure 2.2

SPRING '75 - TRINITY UNIVERSITY CONSULTANTS SCHEDULE

Cycle #1 JANUARY	10	11	12 PM-YOST	13	14	17	18	19 AM M. DAVIDSON PM DR. SABOL	20 AM SUE HAWKINS PM DR. NONKEN	21
Cycle #2 FEBRUARY	24	25	26	27 AM SUE HAWKINS PM DR. NONKEN	28 WORKDAY	3 AM DR. YOST	4 PM DR. SABOL	5 SEIMC	6 AM M. DAVIDSON	7
Cycle #3 MARCH	10	11	12	13 AM SUE HAWKINS JUNE PM NONKEN	14	17 AM DR. YOST PM	18 PM DR. SABOL =	19	20 AM M. DAVIDSON PM-SEIMC	21
Cycle #4 APRIL	31	1	2	3 AM SUE HAWKINS PM DR. NONKEN	4	7 AM DR. YOST	8 PM DR. SABOL	9	10 AM M. DAVIDSON	12
Cycle #5 APRIL	14	15	16	17 AM SUE HAWKINS PM DR. NONKEN	18	21 AM DR. YOST	22 PM DR. SABOL	23 SEIMC	24 AM M. DAVIDSON	25 FIESTA
Cycle #6 APRIL - MAY	28	29	30	1 AM SUE HAWKINS PM DR. NONKEN	2	5 AM DR. YOST	6 PM DR. SABOL	7	8 AM M. DAVIDSON PM-SEIMC	9

6. CURRICULUM ORGANIZATION AND LAP DEVELOPMENT

OPTIONAL— A. IDENTIFYING SP. ED. PROBLEMS

B. TESTING/DIAGNOSING SP. ED.

C. SP. ED. METHODS

D. CAREER EDUCATION

7. CLASSROOM MANAGEMENT
8. ORGANIZING LEARNING CENTERS
9. DIAGNOSTIC AND PRESCRIPTIVE TEACHING IN THE CLASSROOM
10. TEACHING READING
11. TEACHING MATH
12. USE OF AUDIO-VISUALS

Each module contains a pre and post test and a variety of instructional resources are available in each of the learning centers to reinforce the concept being developed. The Teacher Development Center allows for the teacher trainee's (or student's) learning style or rate to be considered. See Figure 3.

TDC MODULES

The content of the Teacher Development Center modules addresses the variables of individualization of instruction, effect of school failure on children, classroom management, diagnosing needs, and educational planning.

Each module has been designed to permit the participants to direct their own learning according to personal need, rate and learning style. Each module contains objectives, pre test and answer key, learning activities and post test. Each module includes Direct Instruction from a staff member and/or Trinity University consultant. Each module area is represented at each of the five learning centers with each center focusing

Figure 3
TEACHER DEVELOPMENT CENTER DESIGN

Objectives determine the Content

Pre and Post Test determine the Rate of Learning

Resources determine the Learning Style

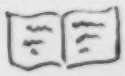
Organization of these influence the Learning Environment

Continuum of skills

Pretest

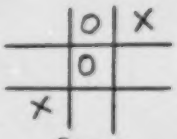
Learner's Objectives

Audio-Visual



Related Readings

Instruction



Games

Problem Solving

Post Test

Proceed to next sequence

on the particular learning style represented; i.e. Related Reading Center has books and articles reinforcing the objectives for each module area.

THE AREAS COVERED BY THE MODULES ARE AS FOLLOWS:

FAILURE AND THE CHILD

TEACHING AND THE SPANISH-SPEAKING CHILD

GRADED/NONGRADED CLASSROOMS

WHY INDIVIDUALIZE?

TEACHER COMMUNICATION AND GUIDANCE

CURRICULUM ORGANIZATION AND LAP DEVELOPMENT

SPECIAL EDUCATION--(OPTIONAL)

A--IDENTIFYING PROBLEMS
B--DIAGNOSING
C--EDUCATIONAL PLANS
D--CAREER EDUCATION

CLASSROOM MANAGEMENT

ORGANIZING LEARNING CENTERS

DIAGNOSTIC AND PRESCRIPTIVE TEACHING IN THE CLASSROOM

TEACHING READING

TEACHING MATH

USE OF AUDIO VISUAL
(See Appendix D for individual outlines.)

TDC LEARNING CENTERS

The Teacher Development Center is housed in two regular classrooms in a junior high school campus. The rooms were remodeled and organized into

learning centers (see Appendix A). In an effort to model an appropriate learning environment for children, all learning centers are organized with furniture and materials that are readily available. The emphasis at the Teacher Development Center is to model for teachers what may be done with the students in the classroom.

(1) Direct Instruction Center

The Direct Instruction Center symbolizes the importance of the teacher in an individualized instruction program. The participants start and end the day in the Direct Instruction Center. The facilitator (project coordinator) reviews the activities in this center. Direct instruction is presented for each module by facilitator or Trinity University consultant. The instruction is modeled after William Glasser's concept of "relevancy, involvement and thinking." The symbol used for this resource center is the . Rules of the Direct Instruction Center are:

1. Meet here as a group at the start and end of session.
2. Only one person may speak at a time.
3. Listen when others are talking.

(2) Related Readings Center

The center includes current books and magazines articles on each of the Teacher Development Center modules. Each article has specific objectives, a pre test and post test which correlate directly to the concept being developed in the module area. A book is used as the symbol for this resource center. Rules for the Related Readings are:

1. Find an article/book for the module on which you are working.
2. Read objectives and take the pre test.
3. Check answers with the key.
4. If pre test not passed, read article/book.

5. Take the post test.

6. Check answers with the key.

(3) Problem Solving Center

Simulated problems have been written for each module and the participants are placed in a situation when they will have to apply the knowledge, skills, and attitudes that they have acquired. The light bulb is the symbol for this resource center. Rules for the Problem Solving Center are:

1. Find the module problem number on which you are working.

2. Write answer to problems.

3. Check answers (see back of problem card).

4. Solve as many problems as you choose.

5. Place cards back in the same place.

(4) Games Center

The Games Center includes individual and group oriented games directly related to each module. The games are teacher-made and are used to model the use of games to enhance the learning process in the classroom. A tic tac toe is used as the symbol for this resource center. Rules for the Games Center are:

1. Select games for the module on which you are working.

2. Ask others to play games when more than one is required.

3. Put the games away.

(5) Audio Visual Center

The Audio Visual Center contains film, cassettes, video tapes, and other audio visuals to reinforce each of the modules. Each piece of equipment has objectives, pre test, and post test which correlate with the objectives of the module. The symbol for this resource center is a television .

Rules of the Audio Visual Center are:

1. Read objective and take the pre test.
2. Check answers with the key.
3. Turn the AV equipment on following directions for its operation.
4. View the material.
5. Take post test and check answers on key.
6. Follow specific instructions for putting away equipment.

(6) Show and Tell Center

The Show and Tell Center grew out of the creative activities related to Teacher Development Center modules. Material developed is shared with other participants and they include ideas on: student schedules, contracts, room arrangements, reward centers, independent study units, etc. The sun is the symbol for this resource center. Rules of the Show and Tell Center are:

1. Turn to the chart with the same module number you are working on.
2. Copy any ideas useful to you.
3. If copies are available, take one.
4. To share an idea, write it down, pin on bulletin board.

MANAGEMENT SYSTEMS

Overview

Five management systems are modeled for teachers in the Teacher Development Center beginning with large group (whole class) to completely independent learning. Managing students seems to be one of the most difficult tasks in the implementation of an individualized program. Classroom management skills remain one of the most overlooked areas in pre-service education and are seldom discussed in the literature. (See Figure 4).

MANAGEMENT SYSTEMS

Figure 4

Note: Notations are entered by participants at the end of the day.

	GROUPING	MOVEMENT SCHEDULES	MATERIALS	RECORD KEEPING	AMOUNT OF TEACHER CONTROL
1	Traditional group setting	None	Filmstrip Transparency Cassette	None	95%
2	Small group	Timed (timer) movement from center to center	Multi-media	None (schedule cards for movement)	65%
3	(Placement with Diagnostic test)	Flexible (Direct) instruction required at certain times.) (Options required)	Multi-media Multi-level	Student Growth Chart Content Performance Record - Teacher	50%
4	Constantly evaluative Individual	Flexible (Direct instruction optional) Pretest not required	Multi-media Multi-level	Same	20%
5	Individual or Small group (up to the individual)	Flexible (if unit is required for individual, he signs up for what he needs)	Multi-media Multi-level	Same	10%

How I Feel

Management System #1

The first management system is large group (whole class) oriented and is modeled during the first day the teachers are at the Texas Development Center. Direct instruction, with a multi-media approach, is used as the instructional strategy for the entire day. The first management system is designed to model a traditional classroom with almost 100 per cent teacher control, direction and talk, with students (teachers in this case) being passive learners. Instruction is prescribed without diagnosis and no small group or independent activities are incorporated within the instructional setting. Management System #1 allows the teacher to experience a frustration level from being "talked at" all day. At the end of the first day, the participants are requested to critique the management system. Their critique shows a very high percentage of teacher control. (See Figure 4). Even though activities are prescribed without diagnosing the needs of the learners (teachers), there is still an acceptable place for large group instruction in an individualized instruction program. Even within the whole class instruction, it must be precise, relevant, involve the students and stimulate their thinking processes.

At the end of the first day, the teachers are administered a diagnostic test directly related to each module in an effort to diagnose their entry level skills. One modules is presented in the first management system. When this data is presented to them, they usually conclude that "being talked at" is not an effective learning activity. See Diagnostic Test, Appendix F.

Management System #2

The second management system is modeled the first half of the second day in the Teacher Development Center. Teachers are assigned to

resource centers in small groups where learning activities are designed without any basis for the assignment. An Individual Teacher Progress Chart is designed and plotted for each participant every day. (See Figure 5) Teachers participating in the Teacher Development Center are assigned to small groups for instruction. They are presented with a schedule card at this time. (See Figure 6).

Assignments in each Center last for a period of thirty minutes. Then, the participants rotate according to the next symbol on their schedule card. The assignments are made without the benefit of the data from the diagnostic test. Consequently, these activities are no more individualized than a large group lecture or class discussion.

Management System #3

The third management system is modeled the last half of the second day the teachers are in the Teacher Development Center. Identification of objectives is based on diagnostic test. A precise, direct instruction is required on each module but teachers are allowed other options for mastering the objectives. The amount of teacher control is reduced to approximately 50 per cent. Management System #3 provides for the learning needs, learning styles and to some degree, the learning rate of each participant.

Management System #4

The fourth management system provides the participants more opportunities for independent learning than do the previous three management systems. Direct instruction is still offered on each module but only on a voluntary basis, and once a day. The teacher control variable is decreasing, and it is much less than with the first three management systems.

Figure 5.

TEACHER GROWTH CHART

NAME: _____ DATE: _____

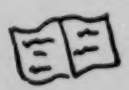
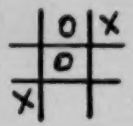
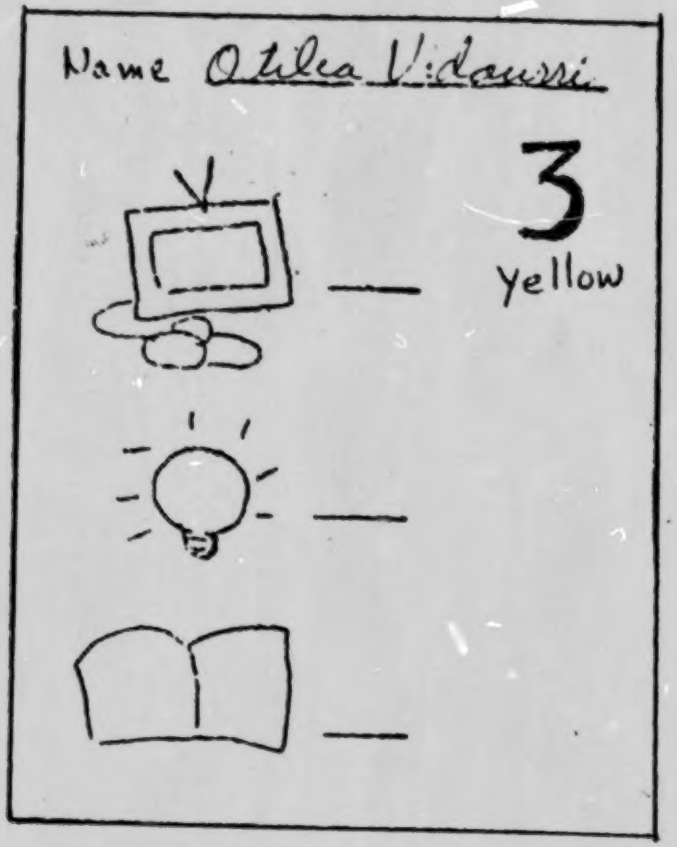
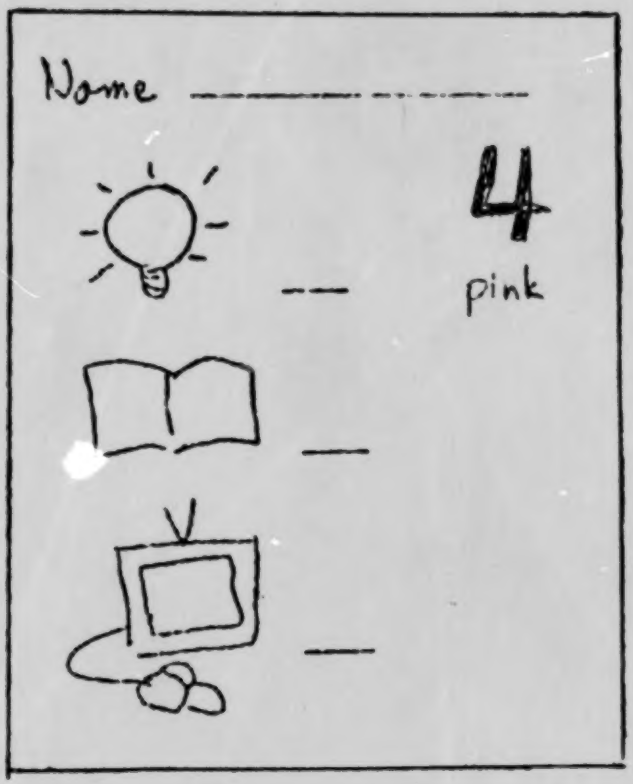
Module Number	Pre Test						Post Test
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Figure 6

Schedule Card





Management System #5

The fifth management system is completely individualized. Direct instruction is offered to one or more participants upon request. The amount of teacher control has been reduced to approximately 10 per cent. In this system, the teachers choose how they want to learn the skills (competencies) and proceed at their own learning rate. This is the ultimate in an individualized instructional program. At this point, it should be recognized that there is no one best management system. By experiencing all of them, the participants may combine any number of the five management systems to implement individualized instruction in their classrooms. Each management system has something unique to offer.

The training session for the teachers and aides is nine days in length. The morning of the first day they meet the substitute or floating teacher in their classroom to go over the lesson plans for the next nine days. The substitute teachers undergo a training period of a week to prepare them for their role as itinerant substitutes. The morning session in the classroom with the teacher serves to effect a smooth transition of instruction for the children.

At 1:00 of the first day, the participants report to the Teacher Development Center. Their time schedule is the same as the regular school day - 8:00 - 3:45 p.m. The coordinator presents an overview of the objectives of the Teacher Development Center, procedures to be followed, contract for trainees, and roles of the Teacher Development Center staff. One module is presented in the afternoon through Direct Instruction (lecture method) and the diagnostic test is administered. The Management System Chart is distributed and explained. At the end of each day each participant evaluates the day's proceedings on the

chart. On the last column they record the amount of teacher control and how they feel about that particular system.

Direct Instruction is a part of each module and the lectures planned are presented by district staff and Trinity University professors. The participants learn that each day begins and ends in the Direct Instruction Center. It is possible for a teacher trainee to be into Management System 5 by the third day. The teachers are now pacing themselves; they are learning at their own rate, based on strengths and weaknesses identified on the diagnostic test. Depending on their commitment, they will have the opportunity to develop games, learning activity packets or whatever their needs indicate. The special education teachers who are attending with their aides get assistance from them in developing materials.

The morning of the last day is spent at the Teacher Development Center on wrap-up activities such as taking post-diagnostic test, giving Teacher Development Center procedures and material covered, and making recommendations. The participants return to their schools in the afternoon. They meet with the substitute to get feedback on the activities of the past nine days.

TDC STAFF

The Teacher Development Center staff consists of three full-time employees funded through the federal grant. They are as follows: a coordinator whose responsibility is to assist the Director (practitioner) to implement the Teacher Development Center (practicum). The two other staff members include the facilitator and the follow-up consultant. The former assisted with the reorganization.and management of the audio visual equipment.

The Follow-up Consultant had the responsibility of assisting the participants in the transfer and application of the knowledge and skills acquired in the Teacher Development Center. Ten substitute teachers were employed through the Department of Special Education which was the district's in-kind contribution to the program. They were experienced teachers and several had special education training. The ten substitute teachers were trained at the Teacher Development Center for three days prior to the start of the cycles.

EVALUATION SUMMARY

The purpose of the Teacher Development Center is to develop and strengthen skills in teachers and teacher assistants in the effective use of techniques to individualize instruction for special education students in the mainstream of education. A spin-off effect will be the improvement of instruction for all children.

The evaluation system used in monitoring the Teacher Development Center activities was based on Stufflebeam's evaluation model - CIPP (context, input, process, and product). It provided the practitioner and her staff with information pertaining to the merit of the program design, to the processes being used, and ultimately on the products which resulted from the activities of the midi practicum. Figure 7 describes the evaluation activities conducted as part of the practicum.

CONTEXT

The planning activities which culminated in the concept of the Teacher Development Center actually started in the fall of 1973 and were continuous until the implementation of the modified and improve program in the Spring of 1975. This practicum is emphasizing that period of time but the planning covers a time period from Fall 1973 to Fall of 1974. A needs assessment was conducted in the Fall of 1973 indicating that staff development was the highest priority in the district. The Department of Special Education planned and conducted a survey among all instructional staff for specific areas of concern in development of skills. A one day visit was made to Houston Independent School District in which several principals and teachers - a group of 12 people - visited the original Teacher Development Center initiated by Dr. Meisgeier and Dr. Dollar. In the fall of 1974 the staff of our Teacher Development Center also visited the Harlingen I.S.D.

FIGURE 7

EVALUATION

	Modules - Process	TDC Process Evaluation	TDC Product Evaluation
Objective Methods	1. TDC Diagnostic Test 2. Individual Modules pre/post Tests	1. Weekly staff meetings. 2. 75% mastery on post test - TDC Diagnostic Test. 3. Criterion referenced learning centers pre/post self-checking tests. 4. Contract to achieve certain tasks. 5. Trinity University - 3 hrs credit for workshop course.	1. Evaluation by principals on Follow-up Questionnaire. 2. Number of teachers requesting to attend TDC program. 3. Commitment of district to continue program.
Subjective Methods	1. Written evaluation of modules by participants 2. Completion of project	1. Written evaluation of the TDC program by teacher and aide participants. 2. Letters of support from district principals 3. Letter of support from Coordinator of Special Education/Education Service Center, Region 20. 4. Written evaluation by two outside consultants on TDC program.	1. Evaluation of the application of knowledge and skills learned at the TDC training sessions by the teachers as observed by the TDC facilitator.

Teacher Renewal Center. Both centers were most helpful in providing technical assistance and actually sharing the sources of materials with our staff.

Weekly staff meetings were conducted to clarify goals, specific objectives, needs, priorities, procedures to follow, etc. The assignment of specific tasks for each staff member was planned and organized. The practitioner conducted the weekly planning session which also served to monitor progress and to see if tasks were being completed in keeping with the timeline.

Special conferences with Dr. John Moore, Department Chairman - Graduate Department - Trinity University was accomplished by the practitioner to plan and identify educational consultants, procedures for registration, grade assignments, evaluation, etc. Many conferences were held with key district administrators such as the superintendent Mr. Ruben Lopez, Assistant Superintendents - Mr. Pablo Tijerina and Mr. Earl Bolton, Mrs. Pauline Key, (Federal Coordinator).

INPUT

Prior to the start of the Teacher Development Center, input was sought from numerous sources such as two other Teacher Development Centers in Houston and Harlingen. The instructional staff in the Edgewood I.S.D. was surveyed to identify specific areas of concern in the renewal of skills. This feedback was the basis for the content of the modules. Input on the best resources for the instructional materials and equipment was received from the Edgewood Closed Circuit Television Studio - Director, Mr. Howard Purpura. He also provided technical assistance in the development of video tapes. The Federal Coordinator, Mrs. Pauline Key, and Mr. Ben Gutierrez, Director of Personnel, also provided assistance with the budget and the

selection of staff for the program. The practitioner consulted with top administrators on procedures for handling visits to the Teacher Development Center by educators from the San Antonio area.

PROCESS AND PRODUCT

Process evaluation was continuous. Feedback on the progress of the training cycles was received at the weekly staff meetings which were attended by the practitioner (Director), Coordinator, Mrs. Merrie Purpura, two assistants, Mrs. Lynda Hellwig, Ernest Leal, other Special Education personnel involved as liaison, and during the planning sessions in the fall, a consultant from Trinity University - Dr. Michael Yost, Jr.

During the first day of the training session, the participants were administered a comprehensive Diagnostic Test see Appendix F . Upon completion of the nine day training cycle, it was administered as a post test. Criterion for mastery was set at 75%. Tables No. 1 through No. 4 indicate the scores for the diagnostic pretest, the post test and the gains achieved by each participant. Cycle I was not included because the diagnostic test was changed. Cycle VI was not included because the data for the post test was not available.

The criterion for mastery was established at 75%. Of the 73 participants included only nine (12%) achieved mastery. Fifty-seven of the participants achieved gains ranging from zero to 57 points gain. Seven of the participants experienced an actual regression in scores but the majority of the participants showed improvement. See Table No. 5, p. 35 .

As the participants worked through the learning centers they had to take pre and post criterion referenced tests to determine level of knowledge and skill.

Table 1

N = 17

Participant	Pre Test	Post Test	Gain
Cycle 2			
No. 1	.31	.63	32
No. 2	.56	.73	17
No. 3	.24	.59	35
No. 4	.34	.50	16
No. 5	.26	.49	23
No. 6	.37	.52	15
No. 7	.33	.58	25
No. 8	.61	.68	7
No. 9	.21	.68	47
No. 10	.31	.69	38
No. 11	.49	.79	30
No. 12	.46	.70	24
No. 13	.49	.62	13
No. 14	.27	.62	35
No. 15	.49	.58	9
No. 16	.48	.58	10
No. 17	.33	.54	21

Table 2

N = 17

Participants	Pre Test	Post Test	Gain
Cycle 3			
No. 1	.79	.75	-5
No. 2	.70	.73	33
No. 3	.56	.61	5
No. 4	.73	.80	7
No. 5	.21	.51	30
No. 6	.41	.69	28
No. 7	.53	.60	7
No. 8	.26	.41	15
No. 9	.37	.49	12
No. 10	.77	.77	0
No. 11	.60	.69	9
No. 12	.39	.64	25
No. 13	.46	.61	15
No. 14	.60	.62	2
No. 15	.36	.57	21
No. 16	.34	.60	26
No. 17	.49	.63	14
No. 18	.41	.60	19
No. 19	.36	.51	15
No. 20	.47	.49	2

Table 3

N = 17

Participants	Pre Test	Post Test	Gain
Cycle 4			
No. 1	.73	.83	10
No. 2	.40	.51	11
No. 3	.29	.49	20
No. 4	.41	.41	0
No. 5	.56	.61	5
No. 6	.50	.60	10
No. 7	.50	.64	14
No. 8	.57	.66	9
No. 9	.47	.49	2
No. 10	.47	.53	6
No. 11	.47	.44	-3
No. 12	.50	.61	11
No. 13	.37	.51	14
No. 14	.44	.49	5
No. 15	.47	.54	7
No. 16	.46	.56	10
No. 17	.33	.50	17

Table 4

N = 17

Participants	Pre Test	Post Test	Gain
Cycle 5			
No. 1	.60	.70	10
No. 2	.66	.79	13
No. 3	.57	.49	-8
No. 4	.59	.90	31
No. 5	.47	.69	22
No. 6	.37	.56	19
No. 7	.57	.56	-1
No. 8	.69	.80	11
No. 9	.53	.57	4
No. 10	.29	.44	15
No. 11	.33	.54	21
No. 12	.24	.81	57
No. 13	.37	.71	34
No. 14	.60	.56	-4
No. 15	.70	.69	-1
No. 16	.54	.51	-3
No. 17	.36	.57	21
No. 18	.40	.51	11
No. 19	.10	.61	51

Table 5

Gains

(N = 73)

	Number	Percentage
No. of students achieving Mastery - (75%)	9	12%
No. of students making more than 40 points gain	3	54%
No. of students making between 20 - 39 points gain	18	25%
No. of students making between 0 - 19 points gain	42	58%
No. of students making regressions	7	10%

Each of the twelve modules contained criterion referenced pre tests that were self-administered. If the criterion for mastery was reached, the module number is checked off on the Teacher Growth Chart; the participant then continues with the program selected for him based on the results of the Diagnostic Pre Test.

At the end of the training cycle, which takes place at the completion of the three days follow-up period approximately one month after the two week training session, the teacher participants wrote a narrative evaluation of the Teacher Development Center. See Appendix No. G for samples of their evaluation comments.

One of the requisites for the three hours credit to be awarded by Trinity was the development of a project that was directly related to individualizing instruction in their classroom. A contract to that effect was signed by the parties involved. See Figure 8. Other evaluation requirements are noted in Appendix H. The contract also reflected the two modules that were required of all participants in the Teacher Development Center.

Two external evaluators and a Director of Special Education were asked to visit some of the classrooms of the teachers who had participated in the training cycles. They were Mr. Carlos Lozano, a principal of Lincoln Elementary School, Dr. John H. Moore, Trinity University, and Mr. Preston Stephens, Director of Special Education, North East Independent School District. See letters in Appendix I .

In order to truly achieve product evaluation, the effect of the training program would have to be measured in relation to its effect on the students.

Figure 8

TEACHER DEVELOPMENT CENTER CONTRACT

TDC Participant Name _____

School _____ Grade/Subject _____

Date _____ Return Date _____

TDC MODULES TO BE COMPLETED:

1. CLASSROOM MANAGEMENT _____ Date Completed
2. AN INDIVIDUALIZED INSTRUCTION MODULE _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____

DIRECT INSTRUCTION FOR TRINITY CREDIT: _____

BRIEF DESCRIPTION OF CLASSROOM PROJECT: _____

_____

_____

_____

_____ _____
Date Completed

OTHER AGREEMENTS: _____

_____ _____
Participants Signature TDC Staff Signature

_____ _____
Date Signed Trinity Univ. Staff Signature

_____
Date Signed

This could be achieved by administering criterion referenced tests to the children at the start and end of the school year. Comparison could then be made on the gains made by the children whose teachers had been to the Teacher Development Center training cycles and the gains achieved by the control group. The above plan was not possible due to many factors.

Four evaluation activities were implemented to document product evaluation of the training activities.

1. A Follow-Up Questionnaire designed by the practitioner was sent to the principals of the 22 schools that participated, which represents 92% of the district's schools. See Appendix J . Seventeen elementary schools and five middle schools responded. The purpose of the questionnaire was to document the effectiveness of the training cycles as perceived by the principal's through observations of the changes in the teacher's behavior in the classroom. The first question addressed the achievement of the Teacher Development Center goals. The scale ranged from 1-Goals Accomplished to 5-Goals Not Accomplished. Fifty-nine percent of the principals gave a positive response. The results from the data gathered from the questionnaire follows. See Table 6.

The responses for questions two and three dealing with the numbers of staff attending the training session did not coincide with the actual number of participants in attendance at the Teacher Development Center.

The responses to the fourth question indicate that learning games were applied most. The individual or learning activity packets and the learning or interest centers were next in popularity with the teachers.

The fifth question referred to evidence of changes in the management of the classroom as observed by the principal. Small groups with teacher

Table 6

Follow-Up Questionnaire

N = 22

	1	2	3	4	5	No Answer
1. Goals accomplished						
No Answer:						
Goals	1	9	3	2	0	2
Accomplished	6%	53%	19%	11%	-	11%
Question 2, 3, 4, 5, 9 see narrative						
6. Behavior change in students	5	11	6	0	0	
Pos. Chg	22%	50%	27%	-	-	No Impr.
7. Positive attitude in teacher toward individualizing instruction	2	14	3	2	0	
Pos. Chg	9%	64%	13%	9%	-	No Impr.
8. Greater communication skills	7	14	1	0	0	
Gr. Com.	32%	64%	5%	-	-	No. Com.

received the most marks (13). Small group working at centers and games received 12 marks. Large groups, learning activity packets, and individual contracts with children each received five.

When asked if the behavior of the students had undergone a positive change, eleven (or 50%) responded with a mark of two on a 1 to 5 scale with 1 indicating the highest point.

Questions 7 and 8 dealt with positive changes in the teachers in relation to individualizing instruction and in greater communication skills. Their responses were as follows:

N = 22

Ind. Instruction: Positive Change				No Improvement	
	1	2	3	4	5
	2 .09%	14 64%	3 14%	2 09%	0 ___%
Greater Communication:	7 32%	14 64%	1 05%	0 ___%	0 ___%

Question number nine referred to evidence in weekly lesson plans of techniques in individualizing instruction. Techniques noted the most were as follows: games (50%) and learning/interest centers (32%).

2. The current school year, which represents the second year that the Teacher Development Center is in existence, has had _____ number of participants. It was much easier to identify the participants for the second year. At the end of the 1974-75 school year, the Coordinator, Mrs. Merrie Purpura, had approximately 25 teachers who had requested to attend the training cycles in the fall.

3. The commitment of the district's administrators to the continuation of the Teacher Development Center is due to the positive feedback that the superintendent has received from the principals of the schools See Appendix K and L. In spite of the lack of federal funds for the second

year, the program continued under state funds through the Special Education Department and it is planned that it continue into its third year (76-77).

4. The Teacher Development Center Facilitator's main function was to assist Teacher Development Center participants in applying to the classroom activities the training received as well as to review completion of contract agreed upon by participant and Teacher Development Center staff. She gave the university feedback which was used in determining grades and the awarding of credit. A meeting was held attended by the practitioner, coordinator, college representatives, and Teacher Development Center facilitator for the purpose of assigning credit.

The facilitator kept the Director and coordinator informed during our weekly meetings of the progress achieved by the teachers after returning to their classrooms. Usually the teachers initiated one learning center at a time. Peer tutoring and cross age tutoring were resources readily available and were quickly implemented by the teachers. Some of the teachers developed Learning Activity Packets in a particular subject areas such as math, and they made games through which a concept in reading or math could be reinforced. These resources were used in their daily activities. The responses on the questionnaire completed by the school principals indicate that these three techniques to individualize instruction were initiated readily.

One of the evaluative functions planned was the taking of photographs of the classrooms before and after the training. It was not possible due to the lack of an appropriate camera. That item of equipment was not approved for purchasing.

CONCLUSIONS

The objectives for the practicum involved two specific areas - the development of skills to individualize instruction and the development of communication skills among the teaching staffs. Indications from the evaluation activities indicate that the objectives for the practicum were met. Some of the specific outcomes resulting from the activities of the practicum are as follows:

SKILLS IN INDIVIDUALIZING INSTRUCTION

- Inservice training cycles were implemented as planned.
- Special education teachers, aides, and regular teachers were assisted in the renewal of skills to individualize instruction in the classroom for special education students.
- A greater awareness and knowledge of the role of the teacher as a classroom manager or facilitator was gained by participants.
- Greater skills were developed in planning an individualized educational program based on diagnosed needs.
- Skill in the use of educational technology and resources was gained by teacher trainees.
- Competencies in the use of special techniques and methods in special education were developed.
- Greater knowledge and skill were gained in the remediation of language, reading, and arithmetic difficulties for regular and special education.
- Five classroom management systems were studied and experienced by the participants.
- Behavior control techniques were acquired.

SKILLS IN COMMUNICATION

- Transfer of knowledge and competencies acquired were evidenced in the daily classroom activities of the Teacher Development Center participants.
- Some attempts at better and more communication between teachers within a school setting were observed by the school principal.

- An acceptance of the Teacher Development Center as a viable center for the renewal of teaching skills was expressed by some of the principals.

- A commitment to the continuation of the Teacher Development Center concept has been assured for a third year by the administration of the district.

RECOMMENDATIONS

The Teacher Development Center is a viable alternative for renewal of instructional skills. It is an intensive training session which will assist teachers and administrators to initiate self-improvement. It is a beginning.

The concept was successfully replicated with modifications of the content areas to meet the needs of the Edgewood Independent School District teaching staff. This process can be replicated, if there is a commitment from the administration. If this concept is attempted by others, our experience indicates that we make the recommendations that follow:

- Conduct a needs assessment to determine if staff development is a high priority in district.
- Get commitment and backing of administrators both philosophically and financially. The replication of the Teacher Development Center can be done economically.
- Orient district principals and teachers to the concept and the specific objective for the Teacher Development Center.
- Carefully select the staff who is to develop the center and make certain everyone agrees on philosophy and goals.
- Allow from four to six months to plan, to design, and to get the physical facility ready before the actual training begins. Good planning will eliminate problems later.
- Choose participants on a voluntary basis. Their enthusiasm will produce the best public relations possible.
- Try to coordinate with a local university or college to award credit for the training.
- Emphasize the follow-up activities. They are crucial to the success of the programs.
- Select your substitutes with a great deal of care. They can be a great help or a great source of difficulty.
- The Teacher Development Center is strongly recommended as a training, inservice, or educational renewal center.

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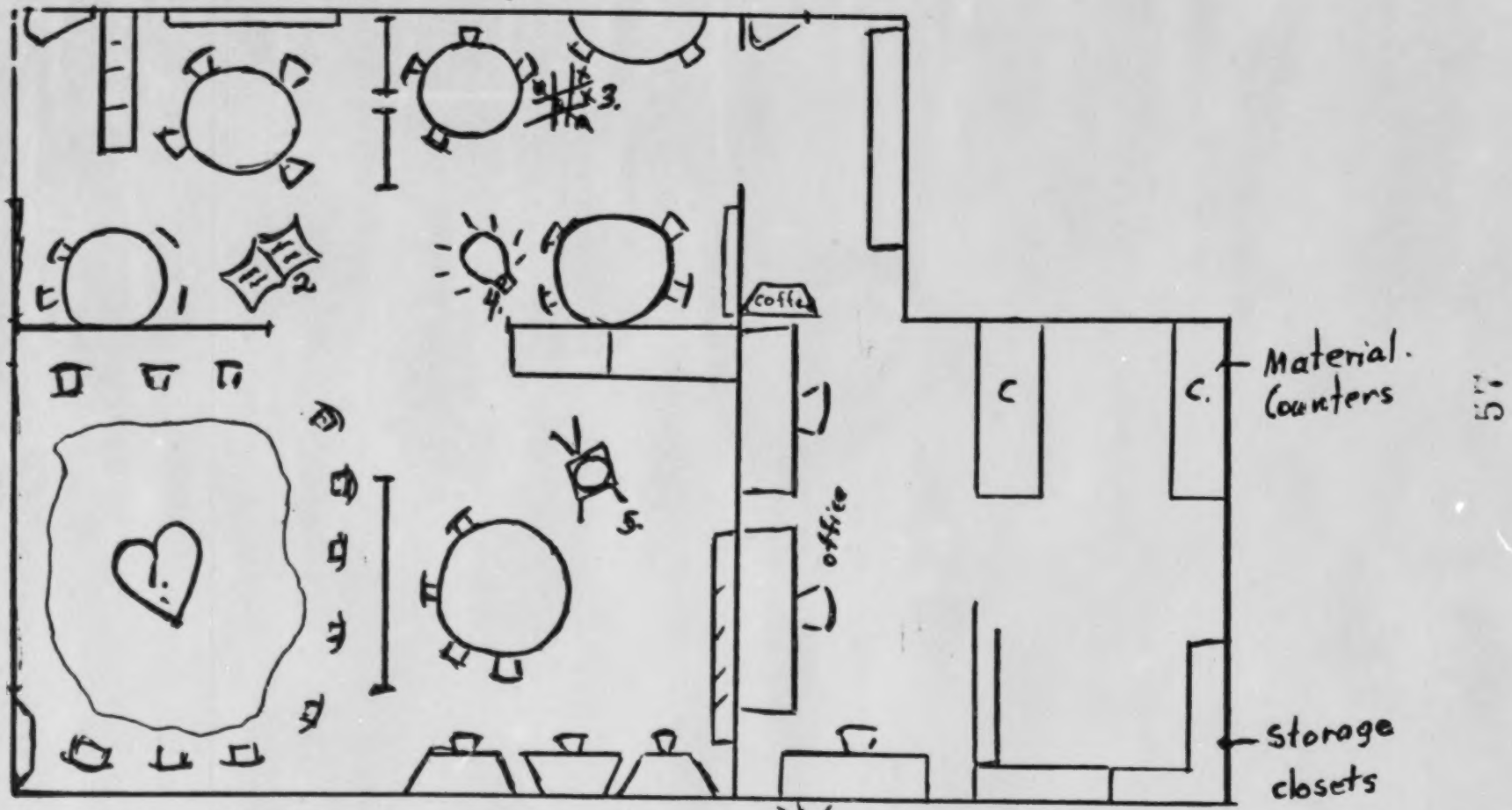
APPENDIX A

TDC Room Arrangement



1. ♡ = DIRECT INSTRUCTION
2. = RELATED READINGS
3. = GAMES
4. = PROBLEM SOLVING
5. = AUDIO*VISUALS

APPENDIX B.1.

M E M O R A N D U M

DATE: September 18, 1974

TO: ALL PLAN A TEACHERS

FROM: Otilia V. Vidaurri
Director of Developmental Supportive Services - Plan A

RE: Teachers' Retreat
Lakeway Inn

The Supportive Staff - Plan A - wishes to extend an invitation to you to attend the Teachers' Retreat, which will be held October 4, 5. The retreat will be held at the Lakeway Inn, Austin, Texas (see enclosed Brochure).

The retreat will begin at 8:30 A.M., Friday, October 4 and will run to 12:30 P.M., Saturday, October 5. The cost of the room will be completely covered by Developmental Supportive Services - Plan A. $12.00 per diem will be provided at the time of registration, for the cost of meals.

For purposes of planning, we would appreciate your response as to whether or not you will be attending the Plan A Teachers' Retreat no later than September 23, 1974.

We hope to see you in Austin, on October 4, 5 to share with you what we feel to be some of the vital components concerning Plan A, and outlooks for a better and all-inclusive picture of education in our schools today.

Otilia V. Vidaurri
Director
Developmental Supportive Services-Plan A

Pablo B. Tijerina
Asst. Superintendent
Elementary Education

TO: All Plan A Teachers

You have been given Friday, October 4th, as release time to attend the Plan A Teachers' Retreat. Please indicate below whether or not you will attend. We need to know for planning purposes so please call Director's secretary (Ext. 242) to verify verbally and then mail this note to Director's office. Thank you.

Will attend _____

Will not attend _____

_____
Name

_____
Address

_____
Telephone

THIRD ANNUAL RETREAT
For
ADMINISTRATORS and TEACHERS

October 3-4-5, 1974
Lakeway Inn - Austin

Developmental Supportive Services
Edgewood Independent School District
San Antonio, Texas

ADMINISTRATORS AND TEACHERS RETREAT

TABLE OF CONTENTS

PAGE

1. Administrators Schedule

4. Elementary Resource Teachers

5. Secondary Resource Teachers

6. Alternative Programs Teachers

7. Facilities Map

1. DAILY SCHEDULE - ADMINISTRATORS

Thursday, October 3rd	6:00 - 9:00 P.M.
REGISTRATION	6:00 - 7:30 P.M.
	Lower Lobby
SESSION ONE	7:30 - 9:00 P.M.

Americana A

Welcome, Introductions, Retreat Information
Chairperson: OTILIA V. VIDAURRI

RUBEN LOPEZ, SUPERINTENDENT Edgewood I.S.D.	Welcome Introduction - Board Members
JAIME L. MARTINEZ, PRESIDENT School Board	Welcome from E.I.S.D.
JOE PARKS, EXECUTIVE DIRECTOR Education Service Center Region XIII	Keynote Speaker

PRINCIPALS TRAINING PROGRAM IS DESIGNED TO ACHIEVE THE FOLLOWING OBJECTIVES:

1. Each participant will be able to demonstrate an understanding of the rationale for returning the handicapped child to the regular classroom.
2. Each participant will be able to demonstrate an understanding of alternate administrative and instructional arrangements for programming for handicapped students in the regular classroom.
3. Each participant will be able to demonstrate the skills necessary to administer a building special education program.

2. DAILY SCHEDULE - ADMINISTRATORS

Friday, October 4th

SESSION TWO 8:30 A.M. - 5:00 P.M.

Americana A

Chairpersons: OTILIA V. VIDAURRI, MERRIE MCCONNELL

Consultants: DONROY HEFFNER, CHARLES H. MEISGEIER, ED. D.

Staff Assistants: ERNEST LEAL, LYNDA HELLWIG

PRINCIPALS TRAINING PROGRAM

8:30 - 11:30 A.M.	Objective 1
	Objective 2
11:30 - 1:00 P.M.	Lunch in the El Lago Restaurant
1:30 - 5:00 P.M.	Objective 3

SESSION THREE 7:30 - 9:00 P.M.

Americana A

General Session for Teachers
and Administrators

"A.R.D. Film"

Film includes planned stop-periods for discussion.

3. DAILY SCHEDULE - ADMINISTRATORS

Saturday, October 5th

SESSION FOUR 8:30 A.M. - 3:30 P.M.

Americana A-B

Chairperson: CHARLES H. MEISGEIER, ED. D.

Assistants: ANITA KING, KAREN MAIER

8:30 A.M.	Individualizing Instruction
10:15 A.M.	Coffee
10:30 A.M.	Learning Activities Packets
12:00 A.M.	Lunch
1:30 P.M.	Continuation and completion of LAPS
3:00 P.M.	Evaluation
4:00 P.M.	Check-out time

OBJECTIVES FOR RESOURCE TEACHERS:

1. All resource teachers will have acquired the necessary skills to implement learning activity packets in the resource room.
2. Teachers will become aware that the educational needs of children regardless of handicapping condition or grade level can be met through the use of learning activity packets.

OBJECTIVES FOR SECONDARY RESOURCE TEACHERS:

1. Teachers will have obtained a comprehensive knowledge of career and vocational education.
2. Teachers will identify broad educational objectives to incorporate into a relevant curriculum for secondary handicapped students at the secondary level.

OBJECTIVES FOR SUPPORTIVE STAFF:

1. Staff members will have acquired the necessary knowledge to enable them to support effectively the principals, teachers,
2. Staff members will acquire specific information on the overall functioning of the Plan A program within our district.

4. DAILY SCHEDULE - ELEMENTARY RESOURCE TEACHERS

Friday, October 4th

REGISTRATION — 8:00 - 9:00 A.M.

Lower Lobby

SESSION ONE — 9:00 A.M. - 5:00 P.M.

Americana A-B

Welcome, Introductions, Retreat Information
Chairperson: PATRICIA GARZA

Assistants: SHERRY BROWN, MARINA SERBANTEZ

Program Facilitators: ANITA KING, KAREN MAIER

8:30 A.M. - 12:30 P.M.	Overview "Learning Activities Packets"
12:30 P.M. - 2:00 P.M.	Lunch
2:00 P.M. - 5:00 P.M.	Continuation of LAPS

SESSION TWO — 7:30 P.M. - 9:00 P.M.

Americana A

General Session for Teachers
and Administrators

"A.R.D. Film"

Film includes planned stop-periods for discussion.

5. DAILY SCHEDULE - SECONDARY RESOURCE TEACHERS

Friday, October 4th

REGISTRATION 8:00 - 9:00 A.M.

Lower Lobby

SESSION ONE 9:00 A.M. - 5:00 P.M.

Americana C

Welcome, Introductions, Retreat Information

Chairperson: PATSY GARZA

9:00 - 10:30 A.M.	Learning Activity Packets
10:30 - 10:45 A.M.	Break
10:45 - 12:00 A.M.	Continue with LAPS
12:00 - 1:30 P.M.	Lunch
1:30 - 3:00 P.M.	Career Education for Secondary Students Speaker: MARY JACKSON
3:00 - 3:30 P.M.	Break
3:30 - 5:00 P.M.	Vocational Curriculum for Handicapped Speaker: JANE FRANCIS

SESSION TWO 7:30 - 9:00 P.M.

Americana A

General Session for Teachers
and Administrators

"A.R.D. Film"

Film includes planned stop-periods for discussion.

Saturday, October 5th

SESSION THREE 8:30 A.M. - 12:30 P.M.

Yacht Club, Elementary and Secondary Teachers (Small Groups)

9:00 - 10:30 A.M.	Elementary Facilitators: MARINA SERBANTEZ, CYNTHIA SMITH, ROSIE ESCAMILLA
	Secondary Facilitators: SHERRY BROWN, DIONISIO ESCAMILLA
10:30 - 10:45 A.M.	Break
10:45 - 12;30 P.M.	Identification of Curriculum Priorities Stated in Behavioral Terms

6. DAILY SCHEDULE - ALTERNATIVE PROGRAMS TEACHERS

Friday, October 4th

SESSION THREE — 9:00 A.M. -4:30 P.M.

Americana C

Chairperson: IRENE GARZA

Assistants: GEORGE EASTER, JOSE LEZA

9:00 - 10:30 A.M.	Learning Activity Packets
10:30 - 10;45 A.M.	Break
10:45 - 12:00 A.M.	Continue with LAPS
12:00 - 1:30 P.M.	Lunch
1:30 - 3:00 P.M.	"Curriculum for the Mentally Retarded Child" Speaker: PAMELA FRITCH
3:00 - 3:30 P.M.	Break
3:30 - 4:30 P.M.	Film

Saturday, October 5th

SESSION FOUR — 9:00 A.M. - 12:30 P.M.

Yacht Club

9:00 - 10:30 A.M.	Objectives for T.M.R. Program Handbook for T.M.R. Children
10:30 - 10:45 A.M.	Break
10:45 - 12:30 P.M.	Continuation of Handbook

APPENDIX C

SCHEDULE OF TASKS TO BE COMPLETED PRIOR TO SPRING CYCLES

			Deadline
1.	Cabinet bids	Ernest Leal, Asst.	Dec. 15
2.	Carpets	Ernest Leal, Asst.	Dec. 15
3.	Vacuum Cleaners	Coordinator	Dec. 15
4.	Laminating Machine	Coordinator	Dec. 15
5.	Burgler system	Coordinator	Dec. 15
6.	Electric Wiring	Director	Dec. 15
7.	Books	Coordinator	Nov. 30
8.	Telephone	Coordinator	Nov. 30
9.	Bean Bag Chairs	Coordinator	Dec. 15
10.	Cameras - film - pre pd. mailers	Coordinator	Nov. 30
11.	Trinity schedule	TDC Staff/L. H.	Jan. 15
12.	Contract - Trinity credit	Director	Nov-Dec
13.	Region XX consultants	Coordinator	Dec. 15
14.	SEIMC schedule	Coordinator	Jan. 15
15.	Teacher Corps materials Center schedule	Coordinator	Dec. 15
16.	Standardized observation scale	Coordinator	Jan. 15
17.	Evaluation data (Fall Cycles)	Assistant - L. H.	Dec. 5
18.	Needs Assessment for content areas	Director - staff	Oct. 30
19.	Speech Schedule	Coordinator	Dec. 10
20.	Weekly Meetings for monitoring tastes	(Fri. 8:30)-- Director	XX
21.	Site Visits - Harlingen	Staff (3)	Nov.
22.	Rewrite pre/post tests	Coordinator	Jan. 15
23.	Module expansion:		
	Parent Involvement - Volunteers	Coordinator and 10 staff members	Jan. 10
	Community Involvement	Coordinator and 10 staff members	Jan. 10
	Language	Coordinator and 10 staff members	Jan. 10
	Reading Methods	Coordinator and 10 staff members	Jan. 10
	LAP's	Coordinator and 10 staff members	Jan. 10
24.	Learning Centers	Coordinator and 10 staff members	Jan. 10

APPENDIX D

Survey

TO: PRINCIPALS AND TEACHERS

In order to effectively accomplish the expansion of the content areas addressed by the Teacher Development Center, we need to know what your immediate needs are in relation to renewal of teaching skills.

We are listing some areas of need which some of you indicated in informal conversations. Please list other needs which you perceive are necessary for the Teacher Development Center to pursue.

DIRECTIONS: If you agree with first three items as areas of need, please check. Also please list other needs on lines provided below.

- The Bilingual Child and his culture _____
- Individualizing Instruction _____
- Classroom Management Systems _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX E

TEACHER DEVELOPMENT CENTER MODULES '75

Module Number	
1	Failure and the Child
2	Teaching the Spanish-speaking Child
3	Graded/Nongraded Classrooms
4	Why Individualize?
5	Teacher Communication and Guidance
6	Curriculum Organization and LAP Development
7	Special Education--(Optional) (A) Identifying Problems (B) Testing/Diagnosing (C) Educational Plans and Methods (D) Career Education
8	Classroom Management
9	Organizing Learning Centers
10	Diagnostic and Prescriptive Teaching in the Classroom
11	Teaching Reading
12	Teaching Math
13	Use of Audio Visuals

MODULE NO. 1--FAILURE AND THE CHILD

I. The effect of failure on the child

- A. The effect on thinking
- B. The effect on self-concept
- C. The effect on problem solving abilities
- D. Prophecy of fulfillment

II. Causes for failure in the schools

- A. Basic language skills were not taught
- B. Teachers deal in learning tendencies, not in absolute performance
- C. Teachers emphasize learning behaviors over problem solving situations and/or abilities
- D. Failure to teach basic principles
- E. Failure to teach children how to use what they learn
- F. Use of traditional grading systems

III. True purpose of testing and evaluation

- A. To correctly diagnose child and true value
- B. To aid the teacher in individualizing the curriculum to meet the child's needs
- C. Existing purposes of testing and evaluation
- D. Negative outlook on the dooming of certain children to failure

IV. Remedies for failure in the schools

- A. Responsibility of the educator
- B. Understanding Glasser's method for handling children
- C. Alternatives to grades as presently used
- D. Importance of improving self-concept
- E. Provision for humanizing education
- F. Teaching at a faster than normal rate where applicable in remediation.

MODULE NO. 2--TEACHING THE SPANISH SPEAKING CHILD

I. Status of the Mexican-American Child in Our School Today - Statistics

II. Testing and the Mexican-American Child

III. Barriers to Learning

- A. Culture conflict of In-appropriate Methods and Materials
- B. Language Problems
- C. Negative Self-image
- D. Teacher's Attitudes

IV. Breaking the Learning Barrier

- A. Relevant Curriculum of Methods and Materials
- B. Preparing Teachers for the Spanish-speaking Child
- C. Enhancing the Student's Self-image
- D. Language Programs

MODULE NO. 3--GRADED/NON-GRADED CLASSROOMS

I. The Graded School

A. Rationale for grading

1. National norms
2. Age ability grouping

B. Advantages

1. Base in record keeping
2. Parental support

C. Disadvantages--Failure aspect

II. Non-Graded

A. Rationale for adopting non-graded

1. Advantages of non-graded
2. Individualizing to meet students needs
3. Need for individualized instruction
4. Behavior changes

B. How to Organize

1. Principals role
2. Teacher's responsibility
3. Students'
4. Need for conferences
5. Need for diagnostic tools
6. Placement techniques
7. Evaluation

C. Management

1. Scheduling
2. Principal
3. Teacher
4. Parent
5. Evaluation--Instant feedback
6. Rules

III. Team Teaching

MODULE NO. 4--"WHY INDIVIDUALIZE?"

I. Definition - what is meant by individualization

II. Why Individualize

A. Responsibility of Educators (to society and the profession)

B. Prevention of failure

C. Increased achievement and motivation

D. To decrease drop-out rate

E. Eradicate "ability" tracking

III. When to individualize

A. Is individualization for all students?

B. Is individualization for all times?

C. Determining when parents, teachers, and students are ready

IV. Steps to individualization

A. Need to diagnose and prescribe

B. Need for appropriate curriculum and instructional methods

C. Evaluation

MODULE NO. 6--CURRICULUM ORGANIZATION - LAP DEVELOPMENT

6.I Curriculum

1. Definition
2. Composition
3. Arrangement(s)

6.II Objectives

1. Definition
2. Purpose
3. Parts
4. Writing
5. Advantages/disadvantages

6.III Criterion Referenced Testing

1. Definition
2. Content validity
3. Usefulness
4. Advantages and disadvantages

6.IV Curriculum Arrangements

1. Taxonomy of Educational Objectives
   a. Cognitive
   b. Affective
   c. Psychomotor
2. Learning hierarchies - Gagne
3. Sequential learning - Piaget

6.V LAP Development

1. History and Philosphy of use
2. Parts
3. How to develop and write LAPS

6.VI Implementation

1. Mastery learning
2. General - influences, etc.

MODULE 7A--IDENTIFYING SPECIAL EDUCATION CHILDREN

7A.I Knowledge of various types of exceptionalities and behavior common to these.

7A.II Knowledge of observational techniques to use in recording observational data.

7A.III Knowledge of Interviewing: Child, Teacher, Parent.

7A.IV Knowledge of Various Special Education Programs within EIDS and of procedures for placement and referral.

MODULE 7B--TESTING/DIAGNOSING SPECIAL EDUCATION CHILDREN

7B.I Informal Assessment Battery Administered by the Resource Teacher and the Regular Teacher.

A. The Vineland Social Maturity Scale

B. The Frostig Developmental Test of Visual Perception

C. The Goodenough - Harris Draw-A-Man Test

D. Valett Psychoeducational Inventory of Basic Learning Abilities

E. Wide Range Achievement Test (WRAT)

7B.II Formal Assessment Battery Administered by Diagnostician and Psychologist

A. Slosson Intelligence Test

B. Weschler Intelligence Scale for Children (WISC)

C. Weschler Adult Intelligence Test

D. The Peabody Picture Vocabulary Test

E. Bender Gestalt Test

7B.III Interpreting and Using the Results of Standardized Tests

A. Disadvantages

B. Advantages

MODULE 7C--EDUCATIONAL PLANS AND METHODS FOR SPECIAL EDUCATION CHILDREN

7C.I Writing long term objectives based on diagnostic findings from appraisal battery.

7C.II Identifying best learning modality and learning style of the student.

7C.III Providing the best environmental setting.

7C.IV Being familiar with various types of materials and strategies to effectively carry out education plan for each student.

7C.V TMR

MODULE NO. 8--CLASSROOM MANAGEMENT

I. Grouping

A. Purpose and Introduction

B. Methods of grouping

1. Academic
2. Peer rapport
3. Interest grouping
4. Homogenous groupings - advantages and disadvantages
5. Small group-large group...one-to-one

II. Logistics and Record Keeping

A. Purpose

1. Purpose of teachers' records

a. Accountability
b. Evaluation

2. Purpose of student's records

a. Developing responsibility
b. Increased positive self-image through awareness of personal growth (social and academic)

B. Methods of Record Keeping

1. Record keeping for readers
2. Record keeping for non-readers

C. Evaluation

III. Peer Tutoring

A. Purpose

1. Save teacher time
2. Increase student responsibility
3. Tutoring for academic purposes
4. Tutoring for social development

B. Methods

1. Teacher directed and evaluated
2. Student devised and evaluated

IV. Independent Work

MODULE NO. 9--LEARNING CENTERS

I. Definition

A. Types of

1. Interest center
2. Learning center
3. Learning station

B. Why set up Learning Centers?

II. Organization

A. Management

1. Scheduling
2. Room arrangement
3. Cards
4. Timers
5. Reward basis

B. Rules

C. Roles

1. Teacher
2. Student

D. Introduction of students to Center

III. Materials

A. Types needed:

1. Audio-visuals
2. Work sheet
3. Manipulation
4. Experiment oriented

B. Location of Materials

IV. Center and Activities

A. Art and Music

B. Math

C. Science

D. Social studies

MODULE NO. 9--LEARNING CENTERS (Cont'd)

E. Language Arts

1. Reading and phonics
2. Creative writing

F. A.V.

G. Others - (unit activity)

1. Field trips
2. Perceptual - Motor Center

MODULE NO. 11--TEACHING READING

I. Definition and Introduction

II. Methods

III. Reading Readiness

IV. Approaches

- A. Phonemic
- B. Linguistic
- C. Linguistic phonemics
- D. Total Language Arts
- E. Language Experience
- F. Individualize
- G. Reading in Content areas
- H. Remediation
- I. Non-English Speaking

V. Ways to Organize the classroom for the Teaching of Reading

- A. Grouping

  Ability
  Skills
  Interest
  Social

- B. Individualizing

APPENDIX F.1

TDC DIAGNOSTIC TEST

1. T F Dr. Glasser feels that when a pupil takes a failing grade home on his report card, that its the American Educational System that failed, NOT the child.

2. T F Programs titled "Bilingual", "English as a Second Language", and "Remedial Reading" are almost all alike as far as teaching methods, purposes & instructional philosophy.

3. On your answer sheet, list 4 teacher competancies required to teach the Mexican American child effectively.

4. T F "Non-graded" and "continuous progress" are synonymous terms.

5. T F "Open classrooms", by definition, can NOT be used in a graded and/or levels grouped school.

6. T F "Team teaching" and "cooperative teaching" are NOT the same, but team planning relates to both arrangements.

7. T F Pupils should take part in their own academic evaluations, both for graded and non-graded assignments.

8. On your answer sheet list 3 types of evaluation techniques you could use rather than the traditional "ABC" grading system.

9. Match the following lettered items to the numbered ones:

___1.	T.A.	a.	Dr. Glasser
___2.	Role playing	b.	structured class discussions
___3.	Magic Circle	c.	"I'm OK, You're OK"
___4.	Class meetings	d.	"You are a ___"
		e.	Carl Rogers

10. Match the following lettered terms to the numbered ones:

___1.	thinking	a.	Gagne
___2.	mastery learning	b.	continuous progress
___3.	Learning Hierarchies	c.	3 domains
___4.	Benjamin Bloom	d.	normed
___5.	Jean Piaget	e.	tests what it claims
___6.	skill sequenced	f.	100% correct
		g.	developmental stages
___7.	L.A.P.	h.	behavioral objectives
___8.	observable performance	i.	criterion referenced
___9.	content validity	j.	learning activity packets
___10.	reliability	k.	cognitive domain
___11.	standardized	l.	affective domain
		m.	test-retest method

11. T F "Functional" disabilities or handicaps are permanent and cannot be overcome.

12. T F Plan A, as implemented in EISD allows some self-contained classes.

13. Match the following terms or graphs:

___1. A.R.D.	a. group NOT included in Texas Special Educ. but is in U.S. definition
___2. L/LD	b. Admission, Review & Dismissal
___3. gifted	average or above ability (IQ) with one specific area of disability.
___4. hyperactive	c.
___5. slow learner	d. ED
___6. emotionally disturbed	e. a condition usually outgrown by age 12
___7. EMR	f. classification now usually encompassed in L/LD due to diagnostic difficulties, etc.
___8. TMR	g. maturational lag in all
___9. MBI or MBD	h. usually work in sheltered workshop type of situation
	i. H_____ A_____ I_____ R M Sp. Sci. Lang. Comp.

14. Match the following skills with the appropriate example:

____1.attend	a. thinking
____2.motor	b. listening
____3.visual receptive	c. concentration
____4.auditory receptive	d. eye contact
____5.conceptual	e. kinesthetic
	f. talking

15. Many types of tests do not give a true or complete evaluation of the Mexican-American child. One type of test which is valid on Mexican-American children is the _____ type.

16. Match the following methods with the appropriate mates:

____1. Fernald Method	a. language patterns
____2. Charles Fries	b. auditory method
____3. visual discrimination program	c. kinesthetic method
	d. visual method for language structure
____4. Fitzgerald Key	e. Fitzhugh Plus
____5. Marriane Frostig	f. visual-motor program
	g. Fitzgerald Key

17. T F Plan B in Texas Special Education only allowed for self-contained classes and then only for the categories including physically handicapped and mentally retarded, NOT Language/Learning disabilities.

18. "Contracts" can be used for all of the following reasons except one.

a. Save teacher time and develop pupil responsibility.
b. Save teacher time and cut class size through rotation of small groups to other locations in the building such as the library.
c. Develop pupil responsibility and independent work habits.
d. Provide for individual learning styles and rates.

19. The 2 major purposes of Peer Tutoring are:

a. Save teacher time and increase pupil responsibility.
b. Save teacher time and keep fast pupils motivated.
c. Keep both fast and slow pupils working while the teacher works with the majority of pupils in the middle.

20. All of the following except <u>two</u> are appropriate ways to group pupils:

a. By interest
b. By subject or content area
c. By reading level and/or rate
d. By ability
e. By learning style
f. By birthdate (age)

21. Timers, schedule cards, and rules are all part of the _____ aspect of setting up learning centers.

a. Evaluation
b. Management
c. Diagnostic
d. Learning

22. T F Records used for academic evaluations should be kept jointly by both the teacher and the pupils.

23. T F "Interest Centers", "Learning Stations" and "Learning Centers" are all just different names for the same thing.

24. Which of the following programs is <u>least</u> diagnostic in nature?

a. Precision Teaching
b. Fountain Valley Teacher Support System
c. Durrell Analysis of Reading Difficulty
d. Calif. Achievement Test (CAT)
e. Botel Reading Inventory
f. Key Math

25. List 4 factors that might cause retarded reading.

26. Match the following Commercial Reading Programs to the approach or method of that program:

____1. Palo Alto	a. Basic Phonemic Approach
____2. BRD Sullivan	b. Language Experience Approach
____3. i/t/a	c. Linguistic-Phonemic Approach
____4. Distar	d. One-to-one Sound-Symbol
	e. Early-Reading Approach

27. All math concepts and subsequent skills need to be taught through the same three (3) developmental stages. List the 3 stages.

Your principal has asked you to set up an individualized project in your classroom to be used as a model for other teachers and visiting educators. You can shoose one subject area, reading, spelling or math to use. Outline step by step what you need to do in order to plan, implement and explain to other educators what your process is. Include methods of record keeping, diagnostic/prescriptive procedures, management systems, evaluation, etc.

(SMILE!)

APPENDIX F.2

TEACHER DEVELOPMENT CENTER DIAGNOSTIC TEST
ANSWER SHEET

T/F = circle one; Multiple choice = place check in front of correct answer/s.

1. T F

2. T F

3. _____
_____
_____
_____

4. T F

5. T F

6. T F

7. T F

8. _____
_____
_____

9. _____ 1.
_____ 2.
_____ 3.
_____ 4.

10. _____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____ 10.
_____ 11.

11. T F

12. T F

13. _____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.

14. _____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.

15. _____

16. _____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.

17. T F

18. _____

19. _____ a.
_____ b.

20. _____ a.
_____ b.

21. _____

22. T F

23. T F

24. _____

25. _____
_____
_____
_____

26. _____ 1.
_____ 2.
_____ 3.
_____ 4.

27. _____ 1.
_____ 2.
_____ 3.

APPENDIX G

EVALUATION COMMENTS FROM TDC PARTICIPANTS

Reported By Regular Teacher:

- Knowledge of assistance and resources in and outside of EISD they can make use of.
- Opportunity to exchange ideas and get re-motivated by other teachers
- Chance to get to know Res. teacher and how and why works as it does in EISD
- Teacher-made materials
- Incidental, miscellaneous information, i.e.-new professional magazines, where to locate free materials, where out of adoption books are located, etc.
- Modules information
- Demonstrated methods and materials b TDC staff and Region XX consultants

Other Information:

- Substitutes need to be better
- Two weeks is all they can be spared from classroom
- TDC needs to include more teachers
- TDC would be most beneficial early in school year

Reported by Resource Teacher:

- Sharing ideas with other teachers
- Information about resources and assistance available to them within and outside EISD
- Opportunity to develop and make materials for their classrooms
- Most thought modules of benefit with following exceptions:

  a. ED tape very bad
  b. LAP's need more samples and staff assistance
  c. Prescriptive Teaching needs visuals to accompany tape

- Experienced Resource Teachers did not benefit as much from modules as new teachers.

Reported by Aides:

- Of value to the newer aides especially
- Needed that information at beginning of the year
- Continue to include aide

APPENDIX H

TEACHER DEVELOPMENT CENTER EVALUATION COMPONENTS FOR PARTICIPANTS

I. TDC CYCLE

Pre - Post Test
Trinity Professors Sessions (5)
Attendance (5)
Discussion/participation

TDC Staff Evaluation of Cycle
Attendance
General participation
General attitude
General effort and work completed

II. PROJECT IN FOR CLASSROOMS

Applicability and Design of Project
Implementation of Project
Planning, project timing, applicability,
Project scope, length or duration of project, etc.
TDC Staff Evaluation of Project
Cooperation during follow-up
Attitude, enthusiasm
Transfer of skills learned to classroom project.

III. FORMAL PAPER - REPORT OF PROJECT

PAPER OUTLINE:

I. PROJECT RATIONALE - reason for project, the needs & cause for project selection. Background information relevant to the project. Relate this part to actual pupils or classroom situations.

II. PLANNING - teacher research, preparation, organizing, pre-assessments, etc. to get ready to actually start the project.

III. IMPLEMENTATION - Facts, actual things done such as how the project was introduced to pupils; what took place and in what order, etc. Methods, materials, and techniques used. (Actual lesson plans, a diary or journal account, photographs, etc. can be included here when applicable to help describe project.)

IV. RESULTS - What happened as shown by the evaluation procedures. Student responses. Teacher responses, and any other resulting events relevant to the project.

V. ANALYSIS - Why do you think "X" results were obtained? What was the cause and effect relationship? (This is an especially important part of the paper for projects not obtaining the results you as the designer had hoped for.)

VI. NEXT LOGICAL STEP - Regardless of a "successful" or "unsuccessful" project, what is the next thing to do after completion of this project to continue toward individualizing instruction in your class?

APPENDIX I.1.

May 1, 1975

Staff
Teacher Development Center
Plan A
Escobar Jr.

To Whom It May Concern:

Just a brief note to congratulate and commend all of you for a job well done in training the four staff members from Lincoln Elementary. They were all elated at what was learned in two very short weeks, and I wonder what your program could do for others if extended or better still if it could become a permanent staff training component.

I personally feel that all Edgewood teachers should take part in your two weeks miracle working course. It would make teachers better diagnosticians of children reading problems and much better at prescribing solutions.

Respectfully yours,

Carlos A. Lozano
Lincoln Elementary School

North East Independent School District

10333 BROADWAY - SAN ANTONIO, TEXAS 78286

April 11, 1975

Merrie McConnell and
Lynda Hellwig
Teacher Development Center
5358 West Commerce Street
San Antonio, Texas 78237

Dear Merrie and Lynda:

Thank you very much for a most exciting afternoon. I thoroughly enjoyed the visit to the most creative and innovative program that I have seen in many a day at the Teacher Development Center of Edgewood Independent School District.

I was particularly impressed with not only the concepts that you have developed but also the obvious quality of your product as demonstrated by a trip to Lincoln Elementary. I think that the majority of the activities are due to the devotion of the two of you and the support that you receive from other administrators in the Edgewood School District.

I am not sure what we will do to copy but I will guarantee you that we certainly plan on doing something similar in the North East School District based on the Edgewood model.

Thank you once more for a very enjoyable afternoon and we do give you a standing invitation to come visit North East School District at any time.

Sincerely yours,

Preston C Stephens

Preston C. Stephens
Director of Student Resources

PCS/cc

TRINITY UNIVERSITY
715 STADIUM DRIVE SAN ANTONIO, TEXAS 78284

April 30, 1975

Mrs. Judy Lozano
Director of Special Education
Edgewood Independent School District
5358 West Commerce
San Antonio, Texas 78237

Dear Judy:

I am delighted to know that you are seeking funding for the continuation of the Teacher Development Center (TDC) in the Edgewood Independent School District. The TDC is one of the most successful projects I have observed in the San Antonio area; classroom behavior has changed as a result of this fine program.

On behalf of the Department of Education at Trinity University, I pledge our continued support to the TDC project. I look forward to our association with you and your colleagues in the Edgewood Independent School District.

Sincerely yours,

John N. Moore

John H. Moore, Chairman
Department of Education

JHM/jcg

APPENDIX J.

TEACHER DEVELOPMENT CENTER
FOLLOW-UP QUESTIONNAIRE

ECE Center ____
Elem. Sch. ____
Mid. Sch. ____
High Sch. ____

GOALS

To develop skills among the instructional staff in individualizing instruction to meet the needs of handicapped children who have been mainstreamed.

To develop the ability to function effectively as a team in resolving problems of handicapped students in the mainstream of school life.

1. To what degree do you think goals of TDC were met? Indicate by circling appropriate number.

   Goals Accomplished 1 2 3 4 5 Goals Not Accomplished

2. Total number of school faculty. ____
   How many teachers from your school attended the TDC? ____
   How many were regular teachers? ____
   How many were special education teachers? ____
   How many aides attended?

3. How many teachers, if any, wanted to attend the TDC but had to be placed on a waiting list? ____

4. After the teachers completed the entire training cycle, was there visible evidence of attempts to individualize instruction? (May check more than one.)

   ____ One learning and/or interest center was initiated
   ____ One or more learning and/or interest centers were initiated
   ____ Individual learning packets were developed
   ____ Some learning games were instituted
   ____ Peer and cross-age tutoring was started
   ____ No evidence
   ____ Other _____

5. Have you observed evidence of changes in the management of the classroom instruction such as: (May check more than one.)

   ____ Small groups with teacher
   ____ Large group (direct instruction)
   ____ Small groups working at centers/games
   ____ Individual children at centers

Page 2 - Teacher Development Center, Follow-up Questionnaire

_____ Children on Learning Activity Packets or games
_____ Individual contracts with children
_____ None

Comment: _____

6. Did you observe a change in the behavior of the students in the classroom?

Positive Change 1 2 3 4 5 No Improvement

Comment: _____

7. Did you observe a more positive attitude in the teachers that attended the TDC toward individualizing instructions in their classrooms?

Positive Change 1 2 3 4 5 No Improvement

Comment: _____

8. Did you observe greater communication skills by the teachers who attended the TDC in their everyday dealings with other staff members?

Great Communication 1 2 3 4 5 No Communication

Comment: _____

9. Did you observe evidence of techniques to individualize instruction in the teachers/ weekly lesson plans? (May check more than one.)

_____ Described learning center/interest center objectives
_____ Described Learning Activity Packets being used
_____ Described specific objectives and tasks for individual children
_____ Described objectives and tasks for small groups of children

Page 3 - Teacher Development Center, Follow-up Questionnaire

_____ Saw samples of objectives for tasks and pre- and post-tests

_____ Described Reading Games to be used by individual or small groups of children

_____ Described Math Games to be used by individual or small groups of children

_____ Saw diagram of rearrangement of physical facility to allow for learning/interest centers

_____ Described use of peer and cross-age tutors

_____ Other - Explain: _____

_____

_____

_____

Harry S. Truman Middle School
1018 NORTHWEST 34TH STREET
SAN ANTONIO, TEXAS 78228
512 433-2361 EXT. 317

April 30, 1975

Judy Lozano
Director of Special Education
Edgewood Independent School District

Dear Mrs. Lozano,

It was a pleasure for our school to be involved in the District's Teacher Development Program during the 1974-75 term. I feel that our teachers and students profited emensly from the program in general.

Our Truman School Teachers that attended the program returned to our school with a new challenge and seemed eager to put into practice the many ideas and techniques that they developed in the TDC Program. We certainly consider the TDC Program a much needed program in our school district and would appreciate the opportunity to become involved again next year.

Sincerely,

P. Mendez

Phil Mendez, Principal

APR. 30 REC'D

APPENDIX K. 2.

Oscar R. Flores
Lona Park Elementary
400 Aurora
San Antonio, Texas 78228

Judy Lozano-Director
Plan A
Edgewood Independent School District

Mrs. Lozano,

I wish to command your staff for the work they've done with the teachers this year at the Teacher Development Center.

I wholeheartedly support your efforts in working to improve our teaching abilities and I hope that this particular component of Plan A is funded and expanded next year.

Oscar R. Flores

Oscar R. Flores-Principal
Lona Park Elementary School

APPENDIX K. 3.

April 30, 1975

TO WHOM IT MAY CONCERN:

The Teacher Development Center, offered for two weeks, provides an awareness of successful teaching techniques that supply new alternatives to old problems.

This awareness helped me re-inforce those teaching (and diagnosing) techniques I had already acquired, and, more helpfully, to remediate those which I felt were inadequate.

Any program that can offer such services merits its own continuance.

Sincerely,

Pauline Sosa

Pauline Sosa
Resource Teacher
Lincoln Elementary

APPENDIX L.

Education Service Center, Region 20

1550 N. E. Loop 410 — San Antonio, Texas 78209 — Telephone (512) 828-3551

May 1, 1975

Ms. Judith Lozano
Director of Special Education
Edgewood Independent School District
5358 West Commerce
San Antonio, Texas 78237

Dear Ms. Lozano:

I am pleased to write a letter in support of your proposal for continued funding of the Edgewood Teacher Development Center. As you know we have had contact all year with the director of the center, Miss Merrie McConnell, and her staff and have been unfailingly impressed with the quality of the training that the TDC is bringing to the Special Education personnel of Edgewood district.

We have been personally involved in some of the training aspects and have felt that our services were wisely and judiciously used. The TDC has been a boon to Special Education in Edgewood and we are looking forward to continuing our work with it.

Sincerely,

Patricia Myers

Patricia Myers, Ed.D.
Coordinator of Special Education

PM:bb

Serving Schools in 14 Counties — Atascosa, Bandera, Bexar, Dimmit, Frio, Kerr, Kinney, LaSalle, Maverick, Medina, Real, Uvalde, Wilson, Zavala.

APPENDIX M.

SOME SAMPLES OF THE TDC COMMUNICATIONS TO DISTRICT STAFF

APPENDIX M. 1.

Dear (Principals Name)

Your teachers who will be participating in the Spring cycles of the Teacher Development Center have been sent a letter indicating the necessary items that need to be prepared and ready prior to their arrival here at the center.

For your part, we would appreciate it if you would check to see that your teachers have prepared two complete weeks of lesson plans for their replacement teachers to follow. We have found from past experience that this advanced planning makes for a much smoother transition in you school while the teachers are here with us.

We would also like to extend an invitation to you to visit with us and your teachers anytime during the cycle, so that you may become acquainted with the Teacher Development Center.

Sincerely,

Merrie McConnel, Coordinator
Teacher Development Center

APPENDIX M. 2.

Dear Colleague,

Attached is the schedule which includes the times you are scheduled to attend the Teacher Development Center. Please note this date and keep your schedule copy. Notice the name of your name of your replacement teacher is also on this schedule. He/She will report to your school 8:00 a.m. on Monday, (date). Your replacement teacher is, in most cases, a certified teacher and fully experienced, who is looking forward to sharing two weeks with your students. To best serve your students and get maximum use of your replacement teacher's skills, we have found it is important for you to provide the following information to him/her on Friday or Monday:

1. Two complete weeks WRITTEN LESSON PLANS
2. Up-to-date pupil seating chart
3. List of date and times of any teacher duties
4. List of pupil names included in each reading and other grouped activities
5. Keys to room and locked supply or book closet
6. Any special situations such as a pupil with a medical or emotional problem which might need special handling, etc.
7. Schedule of times pupils go to Reading, Resource or other activities outside your classroom.

On Monday, (date) your replacement teacher will spend all morning with you and your class. Please use this time to acquaint him/her with the location of all necessary books, supplies and audio visual equipment which might be used in the next couple of weeks. This half-day is also to be used as a time to acquaint your replacement and pupils with each other. We have provided this time to try and make this transition as smooth as possible for your pupils and both teachers, please use it as you feel it best serves this purpose.

To this end, we are requesting your replacement teacher and your principal to see that all the listed information is complete before you leave your school. This should be done in time for you to arrive at the TDC Rooms 201 and 203 at Escobar Jr. High by 1:00 p.m. Monday.

Thank you for your cooperation. We're looking forward to seeing you.

Sincerely,

Merrie McConnell
TDC Coordinator